



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Report to the Legislature

Implementation and Fiscal Impact of Innovation Schools

In January 2010, Governor Patrick signed Chapter 12 of the Acts of 2010, Section 8 into law, which authorized the creation of Innovation Schools. These unique, in-district schools will operate with increased autonomy and flexibility to establish the school conditions that will lead to improved teaching and learning. In exchange, the operators of Innovation Schools will be held accountable for meeting annual benchmarks for student achievement and school performance. The statute requires an annual report to the Legislature on the implementation and fiscal impact of Innovation Schools.

February 2012

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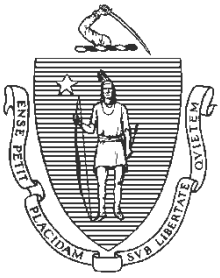
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February 2012

Dear Members of the General Court:

We are pleased to submit this 2011 Report to the Legislature: *Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8. The Innovation School initiative is an important component of An Act Relative to the Achievement Gap that allows in-district schools to operate with increased autonomy and flexibility and create custom-made solutions to their particular student needs. Through a collaborative, local approval process, schools may use autonomy and flexibility in the areas of curriculum, budget, school schedule, staffing, school district policies, and professional development.

There are now twenty Innovation Schools approved across the state. There is growing momentum and interest in this model which supports reform from the “inside-out.”

Innovation Schools are serving elementary, middle, and high school students in urban, suburban, and rural districts. Among other creative strategies, Innovation Schools are implementing novel approaches to the school schedule by staggering teacher schedules and extending the school day to provide additional instructional time and individualized support for students. A number of Innovation Schools have instituted science, technology, engineering, and mathematics themes and Early College High School programs to provide a greater range of options and opportunities for their students. Innovation Schools have used their autonomies to provide enhanced teacher leadership and increased common planning time to build professional learning communities for their faculty. Additionally, Innovation Schools are using curricular autonomies to institute dual language programs and rigorous academic programs that engage their students in the surrounding community.

The establishment of Innovation Schools has taken place collaboratively with stakeholders in the community. The model is budget neutral, and all schools are locally controlled and approved. We are committed to supporting the growing interest in establishing additional Innovation Schools and thereby better meeting the needs of students.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Reville".

Paul Reville
Secretary of Education

A handwritten signature in black ink, appearing to read "Mitch D Chester".

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary

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Introduction

The Department of Elementary and Secondary Education (ESE) respectfully submits this Report to the Legislature: *Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8, which established M.G.L. Chapter 71, Section 92(p), which states, in part:

(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for the following: (i) the provision of planning and implementation grants to eligible applicants to establish Innovation Schools; (ii) provision of technical assistance and support to eligible applicants; (iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools. The board of elementary and secondary education shall promulgate regulations necessary to carry out this section. Annually, the commissioner shall report to the joint committee on education, the house and senate committees on ways and means, the speaker of the house of representatives and the senate president on the implementation and fiscal impact of this section.

This report includes the following: 1) an overview of the Innovation School model and approval process; 2) a description of the implementation of the Innovation Schools initiative to date; 3) information about the availability of resources to establish and operate these schools; 4) the fiscal impact of the Innovation Schools initiative; and 5) an update on data collection, research, and dissemination of best practices related to Innovation Schools.

1. Overview of the Innovation School Model

The Innovation Schools initiative, a signature component of *An Act Relative to the Achievement Gap* that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the opportunity to create new **in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts**. These unique schools operate with increased autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies.

Innovation Schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, non-profit community-based organizations, non-profit businesses or corporations, non-profit charter school operators, non-profit education management organizations, educational collaboratives, consortia of these groups, or other non-profit groups authorized by the Commissioner of Elementary and Secondary Education.

Operation of Innovation Schools

Innovation Schools operate according to an **innovation plan** which describes the areas of autonomy and flexibility and specific strategies that will be implemented in the school. At least one of the six areas of autonomy and flexibility must be addressed in this plan, and the applicant can determine which additional areas will be utilized in the short- and long-term. An innovation plan must include detailed information about the following:

- Specific **instructional, curricular, and assessment strategies** that will be implemented to improve student achievement and school performance;
- Allocation of **fiscal and other resources**;
- **School schedule and calendar**;
- Specific **recruitment, employment, evaluation, and compensation strategies** for staff members and, if applicable, a description of **proposed waivers from or modifications to collective bargaining agreements**;
- **Professional development opportunities** for all administrators, teachers, and staff members; and
- If applicable, **proposed waivers from district policies**.

The innovation plan must also include **annual measurable goals** that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, Innovation School operators are held responsible for advancing student learning and meeting these annual benchmarks. Innovation Schools receive the **same**

per pupil allocation as any other school in the district, and its operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Eligible applicants can create an **Innovation Zone** that may include a set of schools within a district or geographic region, schools that will operate in accordance with particular instructional or curricular themes, or schools that are defined by other factors as determined by the applicants.

Multiple districts can work together to establish an Innovation School that would serve students from different communities.

Virtual Innovation Schools can also be established; they must operate in accordance with the Innovation Schools statute as well as additional regulations that were adopted by the Board of Elementary and Secondary Education in July 2010. These regulations are available at <http://www.doe.mass.edu/lawsregs/603cmr48.html?section=05>.¹

Authorization Process

Innovation Schools are established in accordance with a locally-based authorization process.

1. An eligible applicant **submits an initial prospectus to the district superintendent**. *Within 30 days of receiving the prospectus, the superintendent must convene a screening committee that includes the superintendent or a designee, a school committee member or a designee, and a representative from the local teachers' union; two-thirds approval from the screening committee is required for the applicant to move forward.*
2. An **innovation plan committee** that includes up to 11 school, district, and community representatives develops the innovation plan.
3. Upon completion of the innovation plan, specific steps are required.
 - A **conversion school requires a two-thirds majority vote of educators** in the school.
 - A **new school requires negotiations** among the applicant, teachers' union, and superintendent **if the innovation plan includes proposed waivers from or modifications to the collective bargaining agreement**.
4. The innovation plan is submitted to the school committee, which must hold at least **one public hearing**. A **majority vote** of the full school committee is required for approval.
5. Upon approval, **the Innovation School is authorized for a period of up to five years**, and can be reauthorized by the school committee at the end of each term. *The superintendent will work with the school committee to evaluate the school in accordance with the annual measurable goals included in the innovation plan. In addition, the superintendent can work with the operator of the Innovation School and the school*

¹ The Joint Committee on Education has been working on potential legislation regarding the establishment of virtual schools that may change the approval process for establishing virtual schools across the state.

committee to revise the plan as necessary. Any revisions that propose changes to the collective bargaining agreement require a two-thirds vote of approval from the teachers in the Innovation School.

To date, twenty Innovation Schools have been approved in Massachusetts, and many groups of teachers, principals, district administrators, and community partners are in the planning stages to establish schools in September 2012 and beyond. Eighteen schools are currently serving students in communities across the state, and two additional schools will serve students starting in September 2012.

2. Implementation of the Innovation Schools Initiative to Date

A little less than two years have passed since the statute establishing Innovation Schools was signed into law. In this short amount of time, twenty Innovation Schools have been approved in thirteen different districts across the state and in urban, suburban, and rural municipalities. With the addition of twenty-nine new schools now in the planning process to become Innovation Schools, there could be close to fifty Innovation Schools in operation by the fall of 2012. These schools are on the vanguard of this initiative, and are inspiring others across the state to develop Innovation Schools in their communities.

Innovation Schools serve students in varying grade levels (e.g., elementary, middle, and high school) and types (e.g., new or converted schools or programs within an existing school). Many of these schools are organized around specific themes such as Science, Technology, Engineering, and Mathematics (STEM), dual language instruction, International Baccalaureate (IB) programs, alternative education opportunities (e.g., dropout prevention and dual enrollment at community colleges), virtual platforms, and wraparound services. Many of the schools operate with novel schedules that will increase instructional time for students and professional learning opportunities for educators.

About forty-five percent of Innovation Schools serve students in kindergarten through grade five, fifteen percent serve students in the middle grades, and forty percent serve students in high school. Half of the Innovation Schools currently approved are located in urban districts. More than five thousand students are enrolled in Innovation Schools statewide. Fifty-one percent are from low income households. Fifteen percent are limited English proficient. Twelve percent are students with disabilities students and ten percent are enrolled via school choice.

Under the leadership of Marlon Davis, ESE Director of the Charter, Innovation, and School Redesign Office, and Bridget Rodriguez, EOE Director of Planning and Collaboration, the two agencies have worked closely together to support the establishment and implementation of Innovation Schools. Information and guidance have been provided to potential applicants and community stakeholders. Furthermore, funds have been secured to support technical assistance, as well as planning and implementation grants.

ESE and EOE have awarded two types of planning and implementation grants to eligible applicants and partner districts. Planning grant awards are up to \$15,000, and implementation grant awards are between \$25,000 and \$75,000. These grants are supported by state Race to the Top (RTTT) funding as well as by a grant to EOE from the Gates Foundation. To date, over \$1,280,000 has been awarded to applicants and operators of Innovation Schools; \$350,000 in planning grants were awarded in March 2011 to applicants planning Innovation Schools, and \$660,000 in implementation grants were awarded to approved Innovation Schools in August 2011. \$280,000 was awarded in a second round of planning grants to applicants planning Innovation Schools on February 15, 2012. These planning grants will be followed by a second round of implementation grants to be awarded in summer 2012.

Information Sharing, Outreach, and Technical Assistance

In a collaborative effort to share information about the Innovation School model, ESE and EOE have provided technical assistance to recipients of grants and others interested in developing Innovation Schools throughout 2011. Statewide technical assistance has included a series of information meetings, working sessions, and webinars to support the development of initial Innovation School prospectuses and Innovation School plans. In all, over 100 participants attended these sessions.

Information sessions were held in Boston and Springfield during the month of October to share information about the Innovation School model, including the approval process. Sessions included a panel of Innovation School teachers and leaders who shared their experiences establishing Innovation Schools and described autonomies and flexibilities their schools are using. The panels were particularly well received by attendees at both information sessions.

Working sessions were also offered for Innovation School applicants. These working sessions were two hour blocks during which applicants received individualized consultation from staff members of ESE, EOE, or outside consultants. Potential applicants shared their plans and received feedback on their initial proposals. These working sessions were held in Worcester and Malden and included attendees from across the state.

Two afternoon webinars were offered to share information about the Innovation School approval process and the grant funding that is available to support the planning and implementation of Innovation Schools. Webinars provided access to the information about the initiative to potential applicants who were not able to attend information sessions. Many school communities had multiple stakeholders participate in the webinars.

Additionally, staff members at ESE and EOE continue to respond to an increasing number of phone calls and email messages from stakeholders who are requesting information or guidance about the Innovation School approval process. Requests for assistance come from families, teachers and school-based administrators, district level administrators, community organizations, and institutes of higher education. ESE and EOE staff have, upon request from local communities, conducted onsite presentations to groups of interested stakeholders.

In addition to these various information sharing formats, ESE and EOE have developed and updated a number of guidance documents to assist applicants in the approval process. The Innovation Schools website www.mass.gov/edu/innovation-schools serves as a valuable resource for those interested in pursuing the Innovation School model. ESE and EOE are in the process of developing a new guidance document to assist applicants as they develop measurable annual goals for inclusion in their plans. Case studies on the first two established Innovation Schools (Paul Revere Innovation School and Pathways Early College High School) are underway. These case studies will document the process of stakeholder engagement and the autonomies and flexibilities these schools have used to better meet the needs of their students.

Virtual Innovation Schools

Virtual Innovation Schools may be established and must operate in accordance with the Innovation School statute and regulations adopted by the Board of Elementary and Secondary Education.

Currently, there is one Virtual Innovation School in operation, the Massachusetts Virtual Academy at Greenfield, in Greenfield, MA. This school is in its second year of operation, serves students Kindergarten through grade 9, and offers a completely virtual school experience.

The Joint Committee on Education has been working on potential legislation regarding the establishment of virtual schools that may change the approval process for establishing virtual schools across the state.

Innovation Schools Advisory Groups

Since the spring of 2010, Secretary Reville has convened the Innovation Schools Advisory Group on a regular basis. This group includes representatives from the leading associations in the state and other education leaders. EOE and ESE staff also participate in the meetings.

The Innovation Schools Advisory Group members are:

- Tom Scott, Massachusetts Association of School Superintendents
- Glenn Koocher, Massachusetts Association of School Committees
- Paul Toner, Massachusetts Teachers Association
- Daniel Murphy, Tom Gosnell, and Edward Doherty, American Federation of Teachers Massachusetts
- Kevin Andrews, Massachusetts Charter Public Schools Association
- Linda Hayes, Massachusetts Association of Secondary School Administrators
- Nadya Higgins, Massachusetts Elementary School Principals Association
- Dan French, The Center for Collaborative Education
- Joan Connolly, former superintendent
- Michael Contompasis, City of Boston

The Innovation Schools Advisory Group has met to provide ongoing input as to the most effective types of support and assistance potential Innovation Schools operators require as well as to provide feedback on proposed amendments to the Innovation Schools regulations.

Secretary Reville intends to convene the Innovation Schools Implementation Advisory Group on an as-needed basis in 2012.

Updated Innovation Schools Regulations

The Innovation Schools statute, M.G.L. Chapter 71, Section 92 (p) states, in part: *The board of elementary and secondary education shall promulgate regulations necessary to carry out this section.*

Since the enactment of An Act Relative to the Achievement Gap in January 2010, which authorized the establishment of Innovation Schools, twenty Innovation Schools have been approved by local school committees. Through the experience of applicants and local school committees in the two years since Innovation Schools were established by statute, it became apparent that some additional clarity was required with regard to some aspects of the approval process. Furthermore, certain terms mentioned in the Innovation Schools statute required specific definition or clarification.

In order to clarify the approval process, so as to assist all parties involved in the establishment and authorization of an Innovation School, proposed amended regulations were developed. Input was sought from the Innovation Schools Advisory Group and incorporated into the proposed amended regulations that were presented to the Board of Elementary and Secondary Education (BESE) at its regular board meeting on November 29, 2011. The BESE voted to put the

proposed amendments out for public comment and subsequently voted to adopt the proposed amended regulations at its regular meeting on January 24, 2012.

Included in these amended Innovation School regulations are a number of new or revised definitions. New definitions have been included for *Academy*, *Innovation Schools Zone*, and *Teacher*, and revised definitions are included for *Commissioner*, *Innovation school*, and *Sponsoring district* – all terms that are used in the statute.

The amendments provide additional clarification with respect to the approval process for Innovation Schools established by more than one district. Such multi-district Innovation Schools are specifically authorized by the Innovation Schools statute but the process for their establishment is not explicitly described, thus necessitating the need for this amendment to the regulations.

Furthermore, the amendments clarify that, in the case of a conversion of an established academic program to an Innovation School Academy, the innovation plan must include a description of the teachers to whom the Innovation School plan will be submitted for approval.

An additional aspect of the revised regulations requires sponsoring school districts to notify ESE once an Innovation School has been authorized.

Finally, included in the amended regulations is a provision creating a dispute resolution mechanism for operators of authorized Innovation Schools whose sponsoring districts fail to support an approved Innovation School plan (e.g., by not providing the autonomies and flexibilities specified in the Innovation School plan).

All of the changes or clarification aim to make the approval process more efficient and predictable for all parties involved.

Demographic Data on Innovation Schools

Of the more than 5,000 students enrolled in Innovation Schools, 51 percent are from low income households, 15 percent are limited English proficient, 12 percent are students with disabilities, and 10 percent are enrolled via school choice. [Please see the table on the following page for individual school demographic data.]

Innovation School Demographics

*(All data are from the ESE SIMS database with the exception of schools denoted with an asterisk *. Information for schools denoted with an asterisk* provided demographic data themselves due to the configuration of their program.)*

District	School	Enrollment	Low Income	Limited English Proficient	Special Education	School Choice
Boston	Roger Clap Community Academy	166	62.7%	27.1%	21.7%	0%
Dennis-Yarmouth	Marguerite E Small Elementary	326	42%	7.7%	18.1%	1.5%
Falmouth	Lawrence School	507	28.2%	1%	19.1%	1.2%
Greenfield	Discovery School at Four Corners	173	32.4%	5.2%	9.8%	4%
Greenfield	Massachusetts Virtual Academy at Greenfield	484	--	0%	0.2%	97.3%
Ralph C Mahar	Pathways Early College Innovation School	34	8.8%	0%	0%	73.5%
Monson	Monson New Century High School	341	20.5%	0%	10.3%	2.6%
North Middlesex	Baccalaureate Academy at North Middlesex Regional High School [IB Candidate School]*	44	9%	0%	0%	--
Quaboag RSD	Quaboag Innovation Early College*	372	33.6%	.54%	12.6%	--
Quaboag RSD	Quaboag Innovation Middle School*	210	42.8%	.48%	18.5%	--
Revere	Paul Revere Innovation School	410	79.3%	18.3%	13.7%	0%
Springfield	The Springfield Renaissance Innovation School	688	59.7%	3.8%	10.9%	0%
West Springfield	21st Century Skills Academy	15	86.7%	0%	20%	0%
Worcester	Woodland Academy	510	97.6%	66.9%	12.2%	0%
Worcester	Chandler Magnet	452	84.3%	73.9%	18.1%	0.2%
Worcester	Goddard Scholars Academy at Sullivan Middle School*	99	55.5%	0%	0%	--
Worcester	Goddard School/Science Technical	598	94.5%	56.4%	20.2%	0%
Worcester	University Park Campus School	244	82.4%	15.2%	10.7%	0%
	Overall:	5673	54.11%	15.36%	12.01%	12.87%

3. Resources to Support the Establishment of Innovation Schools

The Innovation School model is cost-neutral with regard to the longer-term operation of an Innovation School. However, to support initial planning activities and the successful implementation of creative and bold strategies for one year, EOE and ESE are awarding planning and implementation grants to eligible applicants and partner districts.

Two primary types of funding, \$1.5 million from Massachusetts' Race to the Top (RTTT) award and \$600,000 from EOE through a grant provided by the Bill & Melinda Gates Foundation, are available to support the establishment of Innovation Schools in communities across Massachusetts.

Innovation Schools Planning and Implementation Grants

A total of \$1.5 million in RTTT funding has been allocated to support eligible applicants and participating districts (those that submitted a Memorandum of Understanding to ESE to indicate their commitment to implementing RTTT initiatives) to support the establishment of Innovation Schools. A first round of planning and implementation grants were awarded in March 2011 and August 2011, respectively. A second round of planning grants were awarded February 15, 2012. A second round of implementation grants will be awarded this coming summer.

Type of Award and Eligibility	Funding Priorities	Amount of Award	Deadlines
Planning Grants will be awarded to eligible applicants and RTTT participating districts that have successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	Up to \$15,000 per school	Round 2: January 18, 2012 [awarded Feb. 15, 2012]
Implementation Grants will be awarded to eligible applicants and RTTT participating districts that have successfully completed the last step of the approval process, the authorization of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	\$25,000 – \$75,000 per school based on the size of the school and the scope of the initiatives	Round 2: June 29, 2012

Next Generation Learning Models Planning and Implementation Grants

In addition to the grants funded through RTTT, ESE and EOE will award a total of \$600,000 with funds that have been awarded to the EOE from the Gates Foundation, to support eligible applicants of any school district in Massachusetts to plan Innovation Schools which will be implementing Next Generation Learning Models.

Innovation Schools that are established with this funding must implement Next Generation Learning Models (NGLM) which are characterized by the following: 1) greater flexibility with regard to instruction, the allocation of fiscal and human resources, and the use of instructional time; 2) differentiated content and multiple modes of instruction to boost student achievement; 3) real-time and ongoing assessment of each student's learning needs and progress; 4) opportunities for teachers and school leaders to take on different instructional and leadership roles; and 5) the inventive use of technology in classrooms, schools, and districts. Next Generation Learning Models also emphasize adding value at all levels of the education system and are directly aligned with the core principles of the Innovation Schools initiative.

The first round of NGLM planning and implementation grants was awarded in March 2011 and August 2011, respectively. A second round of NGLM planning grants were awarded February 15, 2012. A second round of implementation grants will be awarded this coming summer.

Type of Award and Eligibility	Funding Priorities	Amount of Award	Deadlines
Planning Grants will be awarded to eligible applicants and partner districts that have successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts.	Up to \$15,000 per school	Round 2: January 18, 2012 [awarded Feb. 15, 2012]
Implementation Grants will be awarded to eligible applicants and any partner districts that have successfully completed the last step of the authorization process, the establishment of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts.	\$25,000 – \$75,000 per school based on the size of the school and the scope of the initiatives	Round 2: June 29, 2012

2011 Planning Grant Awardees – awarded March 2011

(* indicates school received approval as an Innovation School. All other schools are in the planning process.)

Innovation School Planning Grants – Round 1 (funded through RTTT)		
Proposed Innovation School	District	Amount
Margarita Muniz Academy*	Boston	\$13,500
Haynes & Higginson-Lewis Arts Pathway Schools	Boston	\$30,000 (to establish two Innovation Schools)
Boston Arts Academy	Boston	\$12,500
Roger Clap Community Academy *	Boston	\$15,000
Marguerite E. Small School *	Dennis-Yarmouth Regional School District	\$15,000
Lawrence Academy *	Falmouth	\$10,800
Wilson International School	Framingham	\$15,000
Monson New Century High School *	Monson	\$10,000
Baccalaureate School of North Middlesex *	North Middlesex Regional School District	\$15,000
Quaboag Innovation STEM Early College High School *	Quaboag Regional School District	\$15,000
Springfield Renaissance *	Springfield	\$10,000
21st Century Skills Academy*	West Springfield	\$15,000
Chandler Magnet School*	Worcester	\$14,850
Woodland Academy*	Worcester	\$14,850
Goddard School of Science & Technology*	Worcester	\$12,250
Goddard Scholars Academy*	Worcester	\$12,250
University Park Campus School*	Worcester	\$12,900
University High Innovation School	Boston	\$13,550
Dudley Street Neighborhood School	Boston	\$15,000
Valley Virtual Global Academy and Valley East Academy	Belchertown, Ware, Granby, and Easthampton	\$15,000
Carlton Continuous Progress Innovation School*	Salem	\$15,000
TOTAL AWARDED		\$302,450

Next Generation Learning Models Innovation School Planning Grants – Round 1 (funded through funds to EOE from the Gates Foundation)		
Proposed Innovation School	District	Amount
Charlestown High/Bird St./Diploma Plus Collaborative	Boston	\$15,000
Quaboag Innovation Middle School *	Quaboag Regional School District	\$15,000
Accelerated Learning Academy	Boston	\$13,500
TOTAL AWARDED		\$43,500

2011 Implementation Grant Awardees – awarded August 2011

Innovation School Implementation Grants – Round 1 (funded through RTTT)		
Innovation School	District	Amount
Roger Clap Community Academy	Boston	\$50,000
Marguerite E. Small School	Dennis-Yarmouth Regional School District	\$50,000
Lawrence Academy	Falmouth	\$50,000
Pathways Early College High School	Mahar	\$60,000
Baccalaureate School of North Middlesex	North Middlesex Regional School District	\$25,000
Quaboag Innovation STEM Early College High School	Quaboag Regional School District	\$25,000
Paul Revere Innovation School	Revere	\$60,000
Springfield Renaissance	Springfield	\$50,000
21st Century Skills Academy	West Springfield	\$25,000
Chandler Magnet School	Worcester	\$50,000
Woodland Academy	Worcester	\$50,000
Goddard Scholars Academy	Worcester	\$40,000
University Park Campus School	Worcester	\$50,000
TOTAL AWARDED		\$585,000

Next Generation Learning Models Innovation School Implementation Grants – Round 1 (funded through funds to EOE from the Gates Foundation)		
Innovation School	District	Amount
Goddard School of Science and Technology	Worcester	\$50,000
Quaboag Innovation Middle School	Quaboag Regional School District	\$25,000
TOTAL AWARDED		\$75,000

2012 Planning Grant Awardees – awarded February 2012

Innovation School Planning Grants – Round 2 (funded through RTTT)		
Proposed Innovation School	District	Amount
STEM Academy for Middle School Engineers	Auburn	\$10,000
Eliot K-8 School	Boston	\$10,000
Mildred Avenue School	Boston	\$10,000
Paige Academy	Boston	\$10,000
Renaissance Hope Academy	Boston	\$10,000
Maurice J. Tobin School	Boston	\$10,000
Ezra H. Baker School	Dennis-Yarmouth RSD	\$10,000
Nathaniel H. Wixon School	Dennis-Yarmouth RSD	\$10,000
McKay Campus /Fitchburg Arts Acad.	Fitchburg	\$10,000
O'Malley Middle School	Gloucester	\$10,000
GEMS Academy	Greenfield	\$10,000
John C. Tilton School	Haverhill	\$10,000
Center for Excellence	Leominster	\$10,000
Center for Technical Education Innovation	Leominster	\$10,000
Washington Elementary	Lynn	\$10,000
STEM/21 st Century Elem. School	Marlborough	\$10,000
International Baccalaureate Sch of Quabbin	Quabbin Regional School District	\$7,000
Worcester East Middle Academy of Science, Technology and Health	Worcester	\$10,000
Lincoln Street School	Worcester	\$10,000
Worcester Technical High School STEM Early College	Worcester	\$10,000
Winter Hill Community School	Somerville	\$10,000
TOTAL AWARDED		\$207,000

Next Generation Learning Models Innovation School Planning Grants – Round 2 (funded through funds to EOE from the Gates Foundation)		
Proposed Innovation School	District	Amount
Crocker Farm Elementary School	Amherst	\$10,000
Cape Cod Tech STEM Academy	Cape Cod Regional Tech. High School	\$10,000
Becket Washington	Central Berkshire RSD	\$10,000
Berkshire Trail	Central Berkshire RSD	\$10,000
Linden STEAM Academy	Malden	\$10,000
Algonquin Personal Pathways in STEM	Northborough-Southborough	\$10,000
Warren Community Elementary School	Quaboag Regional School District	\$7,000
West Brookfield Elementary School	Quaboag Regional School District	\$7,000

TOTAL AWARDED	\$74,000
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Race to the Top (RTTT) Optional Project 4F

In addition to the competitive planning and implementation grants, districts that participated in Race to the Top were able to select the planning and establishment of Innovation Schools as an optional project, Project 4F, as a part of their district RTTT plan. In total, these districts have elected to use \$2.2 million in their discretionary RTTT funds to support the establishment of Innovation Schools. Below is a list of districts that selected Innovation Schools as an optional project.

- Boston
- Falmouth
- Framingham
- Greenfield
- Lynn
- Marlborough
- Monson
- North Middlesex
- Quabbin
- Quaboag
- Salem
- Westport
- Worcester

Funding from The Boston Foundation and Nellie Mae Foundation

EOE also received generous funding in the amounts of \$70,000 and \$35,000 from The Boston Foundation and the Nellie Mae Foundation respectively, two longstanding partners of the EOE and ESE, during the summer of 2010. This funding has been and will continue to be used to provide ongoing technical assistance to school, district, and community teams that are interested in establishing Innovation Schools.

4. Fiscal Impact of Innovation Schools

Budgetary Autonomies in Innovation School Plan

The Innovation School model is intended to be cost-neutral with regard to the longer-term operation of Innovation Schools. Among the flexibilities and autonomies that schools may solicit in their Innovation School plans are budget autonomies.

These budget autonomies may include a school requesting and receiving a lump sum per pupil budget from the district in which case the school has complete discretion to spend funding in the manner that provides the best programs and services to students and their families. This could include:

- A lump sum per pupil budget, the sum of which is equal to other schools within the grade span; and
- District itemization of all central office costs, and freedom on the part of Innovation Schools to choose to purchase identified discretionary district services or to not purchase them and include them in the school's lump sum per pupil budget.

A number of Innovation Schools have requested district itemization of all central office costs and have chosen to purchase particular services and not others. There are not yet any Innovation Schools that have solicited and received a lump sum per pupil budget, although there are established Innovation Schools that are in discussion with their respective districts about this possibility.

Inter-District School Choice

A number of Innovation Schools receive students from other districts through inter-district school choice. The chart on page 12 includes specific numbers for individual districts.

It is important to note that, when students from multiple districts enroll in an Innovation School (including a virtual Innovation School), the sending district receives a credit for these students in the Chapter 70 funding formula; if the student enrolled on or before October 1st, the credit is applied for the following year, and if the student enrolled after October 1st, it is applied for the second year following such an enrollment, assuming the student is still enrolled at the school.

In Fall 2011, the legislature addressed a concern regarding students attending Innovation Schools, particularly virtual Innovation Schools, through inter-district school choice by approving the following clarification:

Notwithstanding any general or special law to the contrary, in fiscal year 2012 the department of elementary and secondary education shall assess on a sending school district school choice tuition amounts for any unpaid fiscal year 2011 innovation school tuition amount.

This legislative directive, which was signed into law by Governor Patrick, will allow ESE to assess non-paying districts for the cost of inter-district choice students.

Funding to Support Planning and Implementation Grants

While the majority of Innovation Schools have received planning and implementation funds, these funds are intended only to assist in the initial stages of planning and during the first year of implementation to assist with capacity building. These funds have supported schools in the acquisition of new curricular materials and supported professional development for staff that may be needed to support the Innovation School plan. These grants are non-renewable and applicants are aware that the long term model for Innovation Schools is budget neutral.

Currently, there are funds to support planning and implementation grants this fiscal year, but there is no dedicated funding to support these grants in subsequent years. ESE and EOE are exploring ways to support future Innovation School applicants.

5. Data, Research, and Dissemination of Best Practices

M.G.L. Chapter 71, Section 92(p), states, in part:

(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for ... (iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools.

ESE and EOE have worked collaboratively to set in place a plan for the collection and publication of data and research related to the Innovation Schools initiative. Some of this early work is included within this report, specifically the demographic data include in section 3. In addition to examining the enrollment trends of Innovation Schools, ESE will be analyzing and synthesizing the academic performance of students in Innovation Schools. Due to the small numbers of Innovation Schools (three) that operated in the first year of this initiative, the cohort is at this time too small to analyze and report on student achievement results such as MCAS results. Next year it is anticipated that, with at least twenty Innovation Schools to report on, ESE will generate a report regarding the academic outcome of students attending Innovation Schools. While student performance data are not yet available, schools in operation report high levels of staff morale, family engagement and satisfaction, as well as high levels of student motivation.

To facilitate the collection of data, one of the proposed amended Innovation School regulations which the BESE voted to adopt on January 24, 2012 requires districts to notify ESE of the establishment of Innovation Schools. This requirement will facilitate analysis of student achievement in these schools. Additionally, the amended regulations call for the designation of Innovation School students as such on MCAS reporting, again to facilitate examination of the impact of the initiative on student outcomes.

To document and research the development of the Innovation Schools initiative to date, EOE is working with a doctoral student from the Harvard School of Education to examine the planning and first years of operation of the first cohort of Innovation School high schools. This research project will document the successes and challenges for Innovation Schools as they plan and implement the use of their autonomies and flexibilities.

Additionally, EOE is participating in an international project lead by the Organisation for Economic Co-operation and Development (OECD), entitled “Innovative Learning Environments.” Massachusetts has been invited to submit a case study of the Innovation School initiative to OECD’s for inclusion on its website of innovative learning environments. Participation in this international group will give Massachusetts an opportunity to share an example of the state’s innovative reform agenda, as well as to learn from other educators’ work around the globe.

Finally, in addition to these plans to collect student achievement data and document the development of the Innovation School initiative, ESE in collaboration with EOE will be working to establish the Innovation Schools Network (ISN), a network of Innovation Schools operating across the state. The ISN will allow for the sharing of best practices across Innovation Schools as well as with other district schools. Additionally, ESE and EOE are planning on participating in the convening of other autonomous schools by collaborating with the Charter Public School Network in order to share best practices across school types.

Innovation Schools: Planning Grant Awardees

2011 Recipients of Planning Grants

In March 2011, 26 schools received planning grants to engage in planning activities relating to the establishment of Innovation Schools. Recipients of the planning grants submitted proposals for schools of varying grade levels (e.g., elementary, middle, and high school) and school types (e.g., new or converted schools or programs within an existing school).

Below are highlights from Innovation School proposals which received grant funding from the EOE and ESE to support their planning processes. Some of these schools have received approval from their local school committees and are in operation; others remain in the planning process. The full text of a selection of these proposals can be found at www.mass.gov/edu/innovationschools.

Boston

Accelerated Learning Academy (new school, grades 9-12, planning phase):

- The proposed school will target high school students who are "old and far" from graduation and will operate from 2:30 to 8:20pm. The Accelerated Learning Academy will use acceleration, remediation, and counseling models that incorporate technology to facilitate the development of lifelong conscientious and concerned learners. Autonomies will be used to implement a theme-based curriculum, extend learning opportunities for students during the summer, as well as increase teacher professional development opportunities on topics such as Crisis Prevention and Intervention as well as Cooperative Discipline and Restorative Justice in schools.

Boston Arts Innovation School (conversion school, grades 9-12, planning phase):

- The Boston Arts Academy is Boston Public Schools' only designated high school for the arts and first full inclusion high school. As a Pilot School, it has been a laboratory for artistic and academic innovation. The school now seeks additional autonomies through the Innovation School model. Autonomies will be used to design curriculum and assessments that fuse the arts and academics, extends the school day, define "on-time" graduation as six years rather than four, increase control of the hiring process and support the Election to Work Agreement (which allows the school to control its calendar).

Charlestown High/Bird Street/Diploma Plus Collaborative (conversion school, grades 9-12, planning phase):

- The proposed Innovation School will provide off-track, over-age, and out-of-school youth with instructional programs, youth development services, and wrap-around supports that prepare them to be informed, engaged, self-motivated high school graduates. This school builds on a current Charlestown High program and expands to include a partnership with the Bird Street Community Center. The collaboration creates two campuses allowing students increased access to programming. The collaboration will also incorporate the comprehensive services currently provided by Bird Street Community Center into the programming for students. Autonomies will be used to implement a competency-based curriculum model so that students receive grades more often and are promoted based on demonstrated academic skill level.

Dudley Street Neighborhood School (new school, grades K-5, approved as an in-district Horace Mann):

- The proposed school's mission is to ensure that the children of the Dudley neighborhood are on track to attend college and serve as responsible citizens who contribute to their community. Its secondary mission is to produce the highest-quality, best-prepared teachers to drive excellent student outcomes. Autonomies will be used to adapt a staggered teacher schedule which will extend the student school day and school year without increasing the number of work days or length of day for teachers, create a professional continuum for teachers with differentiated responsibilities, decrease class size by having all full time staff teach, and create the school's own teacher professional development and coaching system.

Rev. Dr. Michael Haynes & Higginson-Lewis Arts Pathway Innovation Schools (conversion schools, grades PreK/K-8, planning phase):

- The proposed schools will be the first Boston Public Schools pre-K/K—grade 8 programs to provide a comprehensive arts education program that is blended with a rigorous academic curriculum. Autonomies will be used to design blended curricula and pedagogies, hire arts faculty, train teachers to integrate art into instruction, and to extend the school day through the flexible scheduling of teacher hours. The school intends to draw on successful arts programming such as the Monart Drawing Method, Visual Thinking Strategies and the Kodály Concept of Music Education. Professional development will incorporate approaches from the Waldorf Schools and the Kennedy Center's Changing Education Through the Arts.

Margarita Muñiz Academy (new school, grades 9 – 12, approved to be opened in September 2012):

- The proposed school will be the first dual language high school in the Boston Public Schools. The district's dual language middle school programs will feed into the Margarita Muñiz Academy. The school will prepare students who are fluent in English and Spanish. The school will follow the design principles of Expeditionary Learning Schools and incorporate components of the Generation Schools Model in order to extend the school day and year for students without adding work days or hours for teachers through staggered teacher schedules.

Roger Clap Community Academy (new school, grades K-5, approved and open):

- The Roger Clap Community Academy seeks to ensure that every student, regardless of racial/ethnic or socioeconomic background, will receive a high-quality and well-rounded education that will educate the whole child. Autonomies will be used to lengthen the school day, increase professional development prior to the start of the school year, and secure budgeting autonomies that Pilot Schools currently utilize. The school will create a strong Governing Board comprised of the school principal, teachers, parents, community leaders, business and university partners who will deliberate on school policies and procedures.

University High Innovation School (new school, grades 10-12, planning phase):

- The proposed school targets students most likely to drop out from traditional high schools. The proposed school builds on the current University High program run by Action for Boston Community Development, Inc. (ABCD) and creates a new school that will be a part of the Boston Public Schools. The school will provide individualized assessment and learning plans, an accelerated progress "skills institute", project based learning and portfolio development. There will be an extended school day and year round programming as well as wraparound services for students. Additionally, there will be a focus on workforce preparedness and readiness for college along with a "bridge to college" program" which will allow for dual enrollment so that students may gain college credits and experience.

Dennis-Yarmouth

Marguerite E. Small School (conversion school, grades 4-5, approved and open)

- Marguerite E. Small is an intermediate elementary school that offers 4th and 5th grade students a strong academic foundation and character development, so that they are prepared to succeed in middle school. Calendar and staffing autonomy will be used to extend the school day for students to allow for remediation, leadership development, academic enrichment, arts and athletics. Teachers will maintain the same length of school day through staggered schedules.

Falmouth

Lawrence School (conversion school, grades 7-8, approved and open):

- Lawrence School is the only junior high school in the eight villages of Falmouth. It seeks to provide a rigorous and relevant learning experience to students through enhanced literacy and STEM offerings as well as a culturally rich curriculum. Curricular/instructional, district, and professional development autonomies will be used to create smaller class sizes, facilitate a distributive leadership model, incorporate community service requirements for students, modify the professional development calendar, and implement an embedded professional development model.

Framingham

Wilson International School (conversion school, grades K-5, planning phase):

- The Wilson International School serves a community that is diverse both linguistically and culturally. It proposes to adopt an International Baccalaureate Primary Program, in which students meet high academic standards in core subject areas through a transdisciplinary approach to learning. Curricular/instructional, district, and professional autonomy will be used to organize curriculum around transdisciplinary themes rather than subjects, increase time for educator learning through a regularly scheduled professional development block, change class sizes, grade level orientation, teacher evaluation, teacher schedules, and homework policies.

Monson

Monson New Century High School (conversion school, grades 9-12, approved and open):

- Monson New Century High School seeks to challenge all students to reach their academic, social, and civic potential through a rigorous standards-based curriculum and programs of individualized study. Curricular/instructional, staffing, and budget autonomy will be used to enable students to individualize their study after meeting state standards. In grades 11 and 12, students will be given the opportunity to participate in individualized programs focused on Project-Based Education, Community/Work-Based Experiences, Dual Enrollment, Traditional Model or Virtual Education.

North Middlesex

Baccalaureate School of North Middlesex (conversion school, school-within-a-school, grades 11-12, approved and open):

- The Baccalaureate School of North Middlesex proposes to offer high school juniors and seniors the unique opportunity of taking the rigorous International Baccalaureate Diploma Programme's course of studies. This school-within-a-school will provide opportunities both to students enrolled in the IB Diploma Program as well as to all North Middlesex Regional High School juniors and seniors to receive certificates in individual IB courses or to pursue the full IB Diploma. Calendar and curricular/instructional autonomy will be used to allow for additional instruction time as well as to set requirements for courses and promotion/graduation based on the IB.

Quaboag

Quaboag Innovation Early College (conversion school, school-within-a-school, grades 11-12, approved and open):

- Quaboag Innovation Early College will be a program within Quaboag Regional Middle High School that seeks to provide a highly supportive and academically challenging learning environment for students in the STEM disciplines. Calendar, curricular/instructional, and staffing autonomies will be used to develop a student schedule that accommodates college-course taking, require students to take the ACCUPLACER to enter the program, and allow staff from the local community college to teach on campus.

Quaboag Innovation Middle School (conversion school, grades 7-8, approved and open):

- Quaboag Innovation Middle School's mission is to create partnerships with the community to inspire students to succeed in an information age and a global landscape. The school's vision is to engage students in a curriculum that focuses on integrating STEM content with character, social, and emotional development. Calendar, curricular/instructional, and budget autonomy will be used to develop a STEM-focused curriculum, integrate technology, pilot new assessments, and implement Next Generation Learning Models that allow for increased differentiation.

Springfield

Springfield Renaissance Innovation School (conversion school, grade 6-12, approval and open):

- The mission of Springfield Renaissance (currently a Voluntary Pilot School) is to provide a rigorous program for college-bound students in a small, personalized setting. The teaching and learning at the school follows the design of Expeditionary Learning Schools and places 3Rs at the center of its curriculum - rigor, relationships, and relevance. Calendar, curricular/instructional, and staffing autonomy will be used to set different requirements for graduation, adopt the Expeditionary Learning Model and enhanced professional development.

West Springfield

21st Century Skills Academy (new school, grades 9-12, approved and open):

- The proposed school's mission is to link learning with student interests and career preparation by integrating academics, work-based learning, and comprehensive student supports. Based on the Linked Learning model managed by ConnectEd, students will take virtual and in-school courses and select a career pathway organized around a major industry sector. Calendar, curricular/instructional, and staffing autonomy will be used to schedule advisor-student contact time during the summer, set different schedules for students, stagger teacher schedules, and hire content specialist/e-learning coaches.

Worcester

The Chandler Magnet School (conversion school, grades preK-6, approved and open):

- The Chandler Magnet School is committed to accelerating the achievement of all students in literacy and mathematics by developing a rigorous academic environment in which students meet standards and where administrators and teachers collaborate. The school will launch a dual language program to better serve its student population which is largely Spanish-speaking. Calendar and curricular/instructional autonomies will be used to provide teachers with professional development in high needs areas and increased time for collaboration, offer afterschool programs and summer camps for students, deliver instruction in two languages with two instructors in each classroom, and implement smaller class sizes.

Goddard Scholars Academy at Sullivan Middle School (conversion school, grades 6-8, approved and open):

- The school will extend the existing Goddard Scholars Academy, an accelerated magnet program serving highly-motivated students, by adding the sixth grade. The school aims to strengthen and enhance four distinct areas of the existing program: student achievement, development of 21st century skills, equitable access to the program, and student retention. The Goddard Scholars Academy will make use of curriculum/instruction/assessment, schedule, and staffing autonomies to strengthen teaching and learning for all students.

Goddard School of Science and Technology (conversion school, grades preK-6, approved and open):

- Goddard School of Science and Technology is part of the Worcester Innovation Zone application for its Promise Neighborhood, which commits to serving students from birth to college. The school will use governance and shared leadership among teachers and administration as the leverage point to better serve its increasing low-income and English Language Learner population. Curricular/instructional and staffing

autonomy will be used to establish a governing board that selects and evaluates the principal, expands the instructional leadership team, and opens staff hiring earlier in the hiring season.

University Park Campus School (conversion school, grades 7-12, approved and open):

- University Park Campus School's mission is to ensure that all students, regardless of racial/ethnic or socioeconomic status, will be college, career and citizenship ready. The autonomies will be used to allow staff-looping for middle school students, create a professional development schedule with Wednesday morning meetings, improve curriculum by utilizing courses and resources at Clark University, and require students to complete Gateway performances to demonstrate that they have achieved school-wide expectations for student learning.

Woodland Academy (conversion school, grades pre-K-6, approved and open):

Woodland Academy, a level 3 school with 98% students receiving free and reduced lunch and 92% students of color, seeks to develop a vibrant professional, neighborhood and partner-based learning community in which all students will thrive as readers, writers and thinkers. The school will partner with Clark University and the Main South Promise Neighborhood initiative to enhance professional development through teaching and learning rounds as well as enhanced early childhood offerings (early intervention services and full day pre-kindergarten program for neighborhood children). Due to high staff turn-over in the past, the school will utilize staffing autonomies to recruit and retain highly effective teachers. Additionally, the school will adopt an Advisory Committee, a nucleus of professionals, parents and community leaders to meet on a quarterly basis to review school planning, policies and student achievement results.

Salem

Carlton Elementary School (conversion school, grades K-5, approved to be opened September 2012):

- The school's mission is to individualize learning in a systematic and rigorous manner using a continuous progress approach to learning. Students will receive diagnostic instruction on a daily basis and will progress at a developmentally appropriate rate that is individualized in nature, rather than grade levels. Autonomies will be used to extend the school day, create benchmarks for advancement based on meeting performance requirements, make adjustments to the kindergarten enrollment process (entrance based on birthday rather than September), implement school-based half-day monthly professional development in place of district curriculum meetings, and reallocate money for curriculum to pay for extended teaching hours.

Belchertown, Ware, Granby, and Easthampton

Valley Virtual Global Academy (new school, grades 7-12, planning phase):

- The mission of the Valley Virtual Global Academy is to provide a unique learning experience to students that will prepare them for success in the 21st century. Technology will be used to offer high quality instruction that excites, engages, and motivates students, particularly those who have been disenfranchised, less successful, or unable to attend traditional learning environments. Calendar, curricular/instructional, and staffing autonomy will be used to obtain flexibility in regards to the school schedule, online course design and different types of assessments.

Valley East Academy (new school, grades 9-12, planning phase):

- The mission of Valley East Academy is to provide educational and wraparound services for students who are at risk of not completing high school. The school will use a blended model in which students take online courses at Valley Virtual Global Academy and also participate in an onsite component of learning that includes in-person academic coaching, dual enrollment in community colleges, and other support services.

Appendix B

Approved Innovation Schools

Below is a list of Innovation Schools that have received school committee approval. Schools denoted with an asterisk have been approved and will open as an Innovation School in September 2012. All others are currently in operation.*

BOSTON

- Roger Clap Community Academy: new school, grades K-5, lengthened school day, more professional development, inclusive governing board
- Margarita Muñiz Academy*: new school, grades 9 – 12, dual language (English/Spanish) high school

DENNIS-YARMOUTH

- Marguerite E. Small School: conversion school, grades 4-5, extended day for students through staggered teacher schedule

FALMOUTH

- Lawrence School: conversion school, grades 7-8, STEM, distributive leadership model

GREENFIELD

- Discovery School at Four Corners: conversion school, grades K-3, environmentally themed curriculum with expanded staff meeting time
- Massachusetts Virtual Academy at Greenfield: new school, grades K-9, offers completely virtual school experience

MAHAR

- Pathways Early College High School: new school, grades 11 and 12, a collaboration with Mount Wachusett Community College, students earn a high school diploma and college credits

MONSON

- Monson New Century High School: conversion school, grades 9-12, individualized programs in 11th and 12th grade

NORTH MIDDLESEX

- Baccalaureate School of North Middlesex: school-within-a-school, grades 11-12, IB Program

QUABOAG

- Quaboag Innovation Early College: conversion, school-within-a-school, grades 11-12, STEM, dual enrollment
- Quaboag Innovation Middle School: conversion school, grades 7-8, STEM

REVERE

- Paul Revere Innovation School: conversion school, grades K-5, creative scheduling to create common planning time, shared leadership model

SPRINGFIELD

- Springfield Renaissance Innovation School: conversion school, grade 6-12, focus on college and career readiness, Expeditionary Learning

WEST SPRINGFIELD

- 21st Century Skills Academy: new school, grades 9-12, hybrid virtual and in-school course work, work-based learning

WORCESTER

- The Chandler Magnet School: conversion school, grades preK-6, dual language program (English/Spanish)
- Goddard Scholars Academy at Sullivan Middle School: conversion school-within-a-school, grades 6-8, accelerated magnet program
- Goddard School of Science and Technology: conversion school, grades preK-6, STEM
- University Park Campus School: conversion school, grades 7-12, college preparatory
- Woodland Academy: conversion school, grades pre-K-6, new staffing autonomies, enhanced governing board

SALEM

- Carlton Elementary School*: conversion school, grades K-5, individualized learning, continuous progress model, trimester student transitions